

Rise Park Infant School

Inspection report

Unique Reference Number	102302
Local Authority	Havering
Inspection number	355168
Inspection dates	15–16 June 2011
Reporting inspector	Paul Canham

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Justin Barrett
Headteacher	Carolyn Fox
Date of previous school inspection	2 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, observed eight teachers and held meetings with members of the governing body, staff and a group of pupils, as well as talking with pupils in lessons. The inspectors also held discussions with parents and carers. Inspectors observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, development planning, minutes of governing body meetings and pupils' work. Inspectors scrutinised the 49 questionnaires received from parents and carers, as well as those from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which improved planning is being used to increase the level of challenge, especially in mathematics.
- The degree to which the school is providing sufficient opportunities for pupils to strengthen their understanding of different communities in this country and beyond.
- The extent to which the recently-formed senior leadership team has increased the school's effectiveness and is ensuring continued improvement.

Information about the school

Rise Park is smaller than most other primary schools. The very large majority of pupils are from families of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The proportion of pupils known to be eligible for free school meals is also below average.

Children enter the Early Years Foundation Stage into one of two Reception classes.

The school has won a number of awards reflecting its commitment to healthy living and eco-awareness, and the way it develops its staff.

There is an after-school club located on the school site. This is not managed by the governing body and was not included in the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Rise Park is a good school. It is successfully developing pupils' self-esteem and raising achievement. The effect of these positive features is reflected in pupils' personal qualities, including their interest in what they do and enjoyment of learning. Pupils behave well and have a good understanding of healthy lifestyles and how to keep safe. Parents and carers are supportive of the school and, one parent's comments sum up the views of others: 'My son enjoys school... and we value the effort made by the staff.'

The determination of the headteacher, along with developing strengths in collective leadership, are key factors driving improvement. The effectiveness of the newly-formed senior leadership has had a positive impact on several aspects of the school's work. These include the strengthening of leadership skills and widening of management responsibilities, both of which have been instrumental in lifting pupils' achievement levels. The school's awareness and vision are increasingly informed by regular monitoring and a detailed self-evaluation. The governing body and school leaders have a clear understanding of where the school is now and of the priorities that need to be addressed to maintain recent improvements. The school's capacity for sustained improvement is good.

The steer to raise achievement levels has been supported by a review of the curriculum and a systematic monitoring of classroom practice. Accurate and reliable assessment procedures underpin successful teaching, which fully engages pupils and motivates them with interesting and exciting activities, often linking different subjects. Pupils are progressing well in lessons that are typically pitched at the right level. However, pupils are not consistently challenged throughout all lessons because teachers talk for too long at the start of lessons and do not always use the knowledge they have of the pupils' work to plan precisely the next activity. Achievement is good and pupils currently in Year 2 are on course to gain higher levels than those reached last year. Intervention work, including tailored support for individual pupils, is successfully supporting pupils with special educational needs and/or disabilities.

Pupils' personal outcomes are reflected in their enthusiasm and involvement in the many activities that support the smooth running of the school. Popular, after-school activities and trips provide pupils with many opportunities to strengthen their creative and performance skills and develop confidence. Pupils are respectful and value the views of others, but have a limited knowledge of communities in this country and globally. Opportunities for developing this aspect of community cohesion are missed when linking learning together across different parts of the curriculum.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better by:

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- reducing the length of introductions
- making better use of assessment to provide pupils with more challenging activities from the start of lessons.
- Extend the strategy for promoting community cohesion by:
 - creating more opportunities for pupils to appreciate and value people from communities in this country and around the world
 - ensuring that these are included in planning when linking subjects.

Outcomes for individuals and groups of pupils

2

Pupils' enjoyment of learning is evident in their eagerness to become involved in well-paced activities in English, mathematics and during topic work. Having taken their imaginary ride into outer-space during English, pupils in Year 2 began to work excitedly on rhyming words for their poems about planets. In mathematics, pupils worked independently of the teacher using their knowledge of three-dimensional shapes to construct a paper model of a space craft. Pupils discovered for themselves how different materials can be used to make robots, during topic work. In swimming, pupils were keen to successfully complete the challenging activities. Pupils eagerly answered questions and demonstrated their knowledge of Buddhism during assembly. However, pupils make less progress in lessons and during activities when teaching is not so stimulating and less engaging. For example, when pupils spend too long in whole-class activities which do not meet their wide-ranging needs.

Children join the school with attainment that is broadly as expected. Although attainment has been above average by the end of Key Stage 1 for several years, there has been a downward trend. However, this has been arrested and school data show that the rate of progress and levels of attainment are improving rapidly and securely. A considerably larger proportion of pupils are on course to reach the higher Level 3 in reading. Marked improvement is also evident in writing and mathematics, where attainment levels are shifting closer to the higher level.

Pupils say they like coming to school because they learn interesting things and activities are fun. They show much interest in school and local community projects, and in fund-raising activities. Pupils have been involved in the design and development of the school's wildlife area, for example. They find the school's eco-friendly garden and wildlife areas exciting places in which to learn about growing plants, including fruit and vegetables, and the different habitats used by insects and small animals. Pupils' good understanding of living healthily is evident in the way they talk confidently about the importance of eating different kinds of food and changes to the body during exercise. These positive features are reflected in the school's nationally recognised award. The school and eco councils provide good opportunities for pupils to represent the views of others and to make decisions regarding small games equipment at break time and identify priorities for recycling. Pupils have good opportunities to reflect on their work in English and art, for example.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good relationships underpin teaching. Well-paced questioning often gives pupils opportunities to think about their work and provide teachers with information about pupils' knowledge and understanding. Topics, such as those that encourage creative writing, successfully spark pupils' imagination and hold their attention. On these occasions, pupils respond well to the tasks, willingly share ideas with their peers, and make good gains in their learning. However, on occasion, introductions are long and some activities do not always expect enough from pupils early enough in the lesson. Assessment is often used to guide planning although, on occasion, the tasks are not closely matched to pupils' needs. Marking is supportive and gives a clear indication of the level of the work. However, comments do not always explain what pupils need to do to improve. Information and communication technology is used well to support learning and enhance opportunities for independent research.

The school has modified the curriculum over recent years to make it more stimulating and creative. It is on the brink of introducing further changes that will provide a systematic approach to widening pupils' first-hand experiences and broadening their cultural awareness. Links have been established between subjects and there is a considered balance of basic skills in English and mathematics, and the development of pupils' creative and performance skills. Planned activities in mathematics are tied to pupils' everyday experience to help make the subject more meaningful than in the past, resulting in higher

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levels of challenge. Skills, including the ability to work collaboratively and those that relate to independent study, are developed well. The curriculum is underpinned by an effective programme for personal, social and health education. Pupils' learning experiences are further enriched by a wide range of popular clubs, including gardening, sports activities, and visits to places of interest.

The school's good care, guidance and support are having a positive impact on improving outcomes for pupils. Attention to pupils' health and well-being is reflected in the numerous opportunities for physical activity and the provision of healthy school meals. Close liaison with parents and carers, outside agencies, and individualised programmes of support are successfully organised to support pupils whose circumstances make them vulnerable to underachievement. As a result, pupils with the greatest needs gain confidence, develop their self-esteem and usually make good progress in developing skills in literacy and numeracy. Transition arrangements into Year 3 are being strengthened to ensure that pupils are familiar with the routines and expectations of their next school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are progressively embedding ambition and driving improvement. The recent formation of the senior leadership team has led to key staff taking wider responsibilities for different aspects of the school's work. These include subject leadership and curriculum development. With support from committed staff, leaders and managers have developed a school that is bent on strengthening each pupil's self-esteem and to raising achievement. Routine monitoring has led to a greater consistency in teaching and, consequently, to more rapid progress in lessons than in the past. However, the quality of monitoring varies and some success criteria are not sufficiently precise. The promotion of equality and approaches to tackling any form of discrimination are good. The school's analysis of data is helping staff to identify the needs of individual pupils at an early stage. As a result, groups of pupils make similar progress, although some pupils could make faster progress in some classes.

The governing body is supportive of the school and effectively helps to shape its direction. It has developed a systematic approach to monitoring and information gained from the process is used to guide school improvement. A small core of the governing body is most closely involved in the work of the school. The school has a good awareness of what it needs to do next to sustain the progress it has already made. Attention to pupils' safety and safeguarding is well integrated in the school's work. Detailed and well-organised quality assurance procedures and risk assessment systems ensure that safeguarding

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arrangements are carefully followed. The school has clear management responsibilities to ensure pupils are consistently safe, and the governing body carefully monitors and evaluates the effectiveness of its policies and practices. Local services and agencies are used well to promote the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities.

The school has a good understanding of local needs and challenges. It provides a number of opportunities for pupils to gain a good understanding of people's backgrounds within the local community. However, there are limited opportunities for pupils to develop community cohesion at the national and international levels. Parents and carers are supportive of the school and play an active part in school events, including fund-raising projects. Consultation meetings and classes to develop parenting skills strengthen links with the school and help parents and carers to understand their children's different learning experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Staff, working cohesively as a team, have successfully established a welcoming and stimulating environment in which children are closely supported from the start. As a result, they settle quickly and enjoy learning. Children make good progress, especially in aspects of communication, language and literacy, numeracy and personal development, where attainment is initially weaker than other areas of learning. Well-planned topics take good account of children's starting points and interests and they learn to work independently at an early stage. Planning pays particular attention to writing that draws on the children's own experiences. Children listen well and are encouraged to talk about their work. They readily move from one activity to another, making effective use of the indoor and outdoor covered areas. These provide a well-organised learning environment, which includes a

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wild-life area with different habitats for children to study insects and small animals. These experiences develop a good understanding of the school's immediate environment and how to keep safe. They also enhance children's confidence and promote independent learning.

The provision is well managed and procedures ensure that staff have accurate and reliable information about children's progress. However, on occasion, activities do not expect enough from children at the start of lessons. Adults move seamlessly in and out of activities, responding to individuals or taking part in larger group activities. Adults give closely targeted support to activities directed by the teacher as well as those which children choose for themselves. Close links have been established with parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All but a very few of the responses expressed positive views about the school's work. A number of parents and carers made written comments and the majority of these expressed considerable satisfaction with the school. These included complimentary remarks about the quality of the staff and the supportive environment. However, a very few questionnaires included reservations over a small number of issues. These included behaviour and the degree of communication with the school. The inspection team looked at these during the course of the inspection. Inspectors judged behaviour to be good and pupils have positive attitudes to learning. The school uses a number of strategies for parents and carers to find out about their children's learning, including regular newsletters and consultation evenings. For example, the school has recently set up a school blog and electronic mail.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Park Rise Infant School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	69	13	27	2	4	0	0
The school keeps my child safe	30	61	17	35	1	2	0	0
My school informs me about my child's progress	22	45	27	55	0	0	0	0
My child is making enough progress at this school	27	55	17	35	4	8	0	0
The teaching is good at this school	26	53	22	45	0	0	0	0
The school helps me to support my child's learning	22	45	27	55	0	0	0	0
The school helps my child to have a healthy lifestyle	22	45	26	53	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	27	33	67	1	2	0	0
The school meets my child's particular needs	23	47	25	51	0	0	0	0
The school deals effectively with unacceptable behaviour	13	27	29	59	5	10	0	0
The school takes account of my suggestions and concerns	15	31	33	67	0	0	0	0
The school is led and managed effectively	22	45	27	55	0	0	0	0
Overall, I am happy with my child's experience at this school	31	63	18	37	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2011

Dear Pupils

Inspection of Rise Park Infant School, Romford, RM1 4UD

Thank you for being so welcoming when we inspected your school. This letter is to tell you about some of the things we found while we were with you. It was clear from talking to you that you enjoy being at school and that you feel safe. You told us it is also a place where you enjoy learning, make friends, and are keen to take part in the exciting activities. All but a very few of your parents and carers expressed satisfaction with the school.

Here are some other important things about your school.

- You make good progress in lessons.
- The quality of your work is above that found in most other schools.
- You behave well in the classroom and around the school.
- You respond enthusiastically to interesting activities.
- You benefit from good care and support provided by staff and other adults.
- You willingly help with the smooth running of the school.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

To make things even better for you, we have asked the headteacher and staff to:

- make sure that introductions in lessons are not quite so long and the activities always challenge you
- help you to understand more about people's backgrounds and communities in this country and in other parts of the world.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now. You can all help the school by continuing to work hard.

Yours sincerely

Paul Canham

Lead inspector

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